

Bright Beginnings

The Scout Hall, Caird Avenue, New Milton, Hampshire, BH25 6BE



Inspection date

2 February 2016

Previous inspection date

9 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- There is a good balance of adult-led and child-led play. Children become motivated learners. The staff support children's diverse needs well to ensure they make good progress.
- Children enjoy a fun, purposeful play and learning experience. They confidently select their self-chosen play activities from the interesting range on offer to them, indoors and outdoors. They demonstrate excitement and sustained focus at times.
- The staff work successfully as a team. They know the care and educational needs of each child well, and form strong bonds with their key children.
- Parents' relationships and communication with staff are strong. Parents are complimentary about the friendly and approachable staff, and are happy about the developmental progress of their children.

It is not yet outstanding because:

- The management team has not fully embedded the new system for monitoring the quality of teaching and learning to ensure the highest possible learning outcomes for all children.
- Staff do not always make the best of the creative areas to inspire children as well as possible.
- Children who are learning English as an additional language do not always benefit from highly effective partnership working with families when they first start.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to develop the monitoring of teaching and learning to promote the highest possible learning outcomes for all children
- review the creative areas within the learning environment to inspire children further
- think of further strategies to work with families of children for whom English is an additional language, to engage all families highly successfully from the outset.

Inspection activities

- The inspector observed the children's play activities indoors and outdoors, looked at the available resources and read relevant documentation.
- The inspector held a meeting with the provider and manager to discuss their leadership and management, including self-evaluation methods.
- The inspector spoke to a sample of parents and took account of their views.
- The inspector carried out two joint observations with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.

Inspector

Loraine Wardlaw

Inspection findings

Effectiveness of the leadership and management is good

The management and staff team work collaboratively and successfully, particularly since the last inspection, to meet requirements and to drive improvement. There is a strong emphasis on staff performance, and the monitoring of teaching and children's progress. Training priorities, evaluation and improvement are productive and ongoing. This has raised the quality of the provision effectively. For example, staff undertook training in behaviour management of children and completed a quality audit of the setting. Safeguarding is effective. All staff are well trained in child protection and know what to do if they are worried about a child or family. There are clear partnerships with staff in external agencies and schools, promoting consistency and positive outcomes for children.

Quality of teaching, learning and assessment is good

Children benefit from the consistent, positive teaching they receive. Good staff interactions, coupled with exciting learning opportunities, engage all children in their play. For example, staff add different resources to the water play to promote children's investigative skills and to sustain their interest. Staff introduce mathematical concepts in play well, such as counting and problem solving. Children below the typical levels of development learn to become communicators, such as through tailored teaching in small groups. For example, they sing and take part in a ring game using visual props. In larger groups, children are motivated to exchange information, ask questions and express their own ideas. Staff understand how to promote children's understanding and speaking skills, including for those who are learning English as an additional language. For example, they use signs, pictures and key words in a child's home language.

Personal development, behaviour and welfare are good

All children are settled, happy and show they feel emotionally secure in the welcoming environment. Each key person keeps a close check on their children, offering comfort and support when necessary. Children are learning to behave well. Staff provide consistent and sympathetic support to those children who struggle with understanding boundaries, to help them learn the rules. Children have a keen sense of belonging and are proud of their achievements. For example, they seek out visitors to show their completed playdough models. There is good attention by staff to health and safety. Children learn about healthy lifestyles. They have fun and are physically active, indoors and outdoors. Staff maintain children's good health well. For example, they promote healthy eating at snack time and teach them good personal care habits.

Outcomes for children are good

All children make good progress in their development, which equips them well for the move to school.

Setting details

Unique reference number	EY436343
Local authority	Hampshire
Inspection number	1009295
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	30
Number of children on roll	28
Name of provider	D M Childcare Ltd
Date of previous inspection	9 March 2015
Telephone number	07810 707511

Bright Beginnings Pre-school registered in 2012. It is a privately owned pre-school and operates in New Milton, Hampshire. The pre-school is open during term time only, on Mondays from 9am to 3pm and on Tuesdays, Wednesdays, Thursdays and Fridays from 9am to 1pm. The pre-school receives funding for the provision of free early education for children aged three and four years. The owner holds an early years qualification at level 3. She employs five regular members of staff, all of whom hold early years qualifications at level 3. The manager and one other member of staff also hold Early Years Professional Status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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